



St Bernadette's RC Primary School

You will go FAR with Faith, Aspiration and Respect



<http://stbernadettes.edusite.co.uk/>

School Handbook 2027-28



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A Foreword from the Director of Education

Director's Foreword **2027-2028**

At Falkirk Council, we are committed to ensuring that all children and young people receive a high-quality education in an inclusive, nurturing and ambitious learning environment. We want every learner to feel safe, respected, valued and supported to succeed. Our schools work in partnership with families, communities and a range of professional services to help children develop the knowledge, skills and confidence they need to thrive both in school and beyond.

Our vision for education is centred on providing the best possible outcomes for all learners. We are proud of the wide range of opportunities available across Falkirk's schools, from high-quality learning and teaching; to activities that support health and wellbeing, creativity, leadership and personal achievement. We are committed to removing barriers to learning and ensuring that every child has the opportunity to participate, progress and achieve, regardless of their background or individual circumstances.

We remain proud of our continued investment in Connected Falkirk, which supports digital learning across our schools. Every young person from P6 to S6 has access to their own individual learning device, helping them to engage in learning, develop important digital skills and receive feedback from teachers wherever learning takes place. This programme continues to help prepare our young people for the opportunities and challenges of an increasingly digital world.

Strong relationships between home and school are fundamental to children's success. Parents and carers play a vital role in supporting learning, and we value the positive partnerships that exist across our school communities. By working together, we can create the conditions that help children and young people grow into confident individuals, responsible citizens, successful learners and effective contributors.

This handbook contains a range of information which we hope will be helpful to you and your child. It offers an insight into the life and ethos of the school, along with advice and guidance to support you in your role as a key partner in your child's education.

On behalf of Falkirk Council Education Services, I would like to thank you for your continued support and partnership. I wish your child every success during the 2027-2028 school session and look forward to them enjoying a positive, rewarding and enriching experience within Falkirk's schools.

Jon Reid
Director of Education
Falkirk Council

Footnote: If you would like a printed copy of this handbook, please ask the school. It may be possible to offer assistance in translating all or part of this handbook for parents and carers whose first language is not English. Enquiries should be directed to the Communications Officer for Education Services (EducationServices@falkirk.gov.uk).

Disclaimer

The information in this school handbook is considered to be correct at the time of publication (December 2026). However, it is possible that there may be some inaccuracy by the start of the school term in August 2027.

Curriculum for Excellence - Learning to Achieve

Curriculum For Excellence – Learning to Achieve

- **Learning to Achieve** - Our core educational policy.

This describes in detail how **Curriculum for Excellence** will be delivered in our educational establishments. We use **Learning to Achieve** along with the national guidance to monitor, develop and improve outcomes for children and young people.

- **Curriculum for Excellence** – Bringing **learning to life** and **life to learning**.

Curriculum for Excellence is the vehicle by which we deliver a Quality Education across the **4 Contexts of Learning**. It aims to **raise standards**, prepare our children for a future they do not yet know and equip them for jobs of tomorrow in a fast changing world.

Curriculum for Excellence balances the importance of **knowledge** and **skills**. Every child is entitled to a **broad** and **deep** general education, whatever their level and ability. It develops **skills** for learning, life and work, bringing real life into the classroom, making learning relevant and helping young people apply lessons to their life beyond the classroom. It links **knowledge** in one subject area to another helping make connections in their learning. It develops skills which can enable children to think for themselves, make sound judgements, challenge, enquire and find solutions.

- **Responsibility of all**

Every single teacher and practitioner will be responsible for the development of **literacy and numeracy and health & well-being** from Early Level through to Senior Phase.

Teachers and practitioners will share information to plan a child's learning journey from 3-18, helping their progression from nursery to primary, primary to secondary and beyond, ensuring each transition is smooth. They'll ensure children continue to work at a pace they can cope with and with challenge they can thrive on.

There is an entitlement to personal **support** to help young people fulfil their potential and make the most of their opportunities with **additional support** wherever that's needed. There is an emphasis by all staff on looking after our children's **health and well-being**; to ensure that the school is a place where children feel safe and secure.

GLOW, Scotland's unique, world leading, online network supports learners and teachers. Learners have **individual access** to GLOW through a username and password issued by school.

Learning Entitlements

In addition to the entitlements of Curriculum for Excellence our education provisions will reflect local needs and circumstances. Therefore, at different stages of their education, our learners will have opportunities to:

- Link aspects of their learning to the local environment and its heritage
- Participate on a residential experience where possible
- Participate in arts, sports and cultural events
- Participate in integrated, hands-on learning for sustainability, fostering global citizenship, critical thinking, and lifelong skills
- Participate in outdoor learning experiences
- Equitable access to technology for learning, including digital devices, internet connectivity, and the development of digital literacy skills.
- Be consulted on and contribute to the decision-making process in school
- Access to vocational and work-based learning experiences that provide practical skills, industry exposure, and pathways to employment.
- Develop leadership and social skills through collaborative projects, extracurricular activities, and active participation in school and community initiatives
- Access learning experiences designed and / or delivered by relevant partners
- Reflect upon and be proactive in planning and making choices about their own learning
- Engage with learners in other countries where appropriate and demonstrate knowledge of their culture.
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How can you help?

By law, you must make sure your child receives education.

As a parent, you can help your child by:

- Ensuring regular and punctual attendance
- Encouraging and facilitating home learning opportunities and study routines where appropriate
- Attending parent-teacher meetings/discussions and school events.
- Discussing school reports with your child
- Encouraging reading and educational activities outside of school
- Supporting participation in extracurricular activities and clubs
- Discussing what was learned at school and showing interest in their education.
- Setting high expectations and celebrating achievements
- Helping them develop good organisational and time-management skills
- Promoting healthy eating and adequate sleep at home
- Encouraging a positive attitude towards learning and school
- Collaborating with the school on individual education plans where appropriate

- Participate on a residential experience where possible

Throughout this handbook the term 'parent' has the meaning attributed in the Standards in Scotland's Schools Act 2000 and the Scottish Schools (Parental Involvement) Act 2006. This includes grandparents, carer or anyone else who has parental responsibility for the child.

[Curriculum for Excellence | Education Scotland](#)

[Want to find out about Scotland's Curriculum Improvement Cycle? Read Connect's overview :: Connect](#)

Welcome

Welcome to the **St. Bernadette's RC Primary School Handbook**.

This handbook offers an introduction to our school and a general overview of the education your child will be getting at school.

If you have any questions, or would like any further information on any aspect of this handbook or the education of your child, please do not hesitate to contact me.

To make our handbook easy to use I've divided the information into five different sections:-

Section One – Practical Information about the School

This section provides you with some background information on our school (and our nursery). It tells you how our school day and school year are made up and how to contact the school if, for example, your child is ill.

This section deals with the practical aspects of your child's attendance at our school. It provides details on such things as:

- travelling to and from school
- school meals and milk
- financial assistance with school clothing, transport and school meals
- school closures in an emergency or unexpectedly for any reason
- general supervision available for your child in the morning and at lunchtime
- wet weather details
- how the school communicates with parents
- how to complain if you are not happy about something.

As with any organisation, to ensure smooth running and appropriate maintenance of standards, a range of procedures and policies have to be implemented within our school.

This section gives an overview of the policies the school has in place. If you would like to see a full copy of these policies or to discuss them in more detail, please contact me. Most of these policies are available on the school website – <http://stbernadettes.edusite.co.uk/>

- Homework Policy
- Clothing or uniform (PE Clothing)
- Health Statement / medicines

Section Two – Parental Involvement in the School

Parental involvement is very important as we know it helps children do better in school.

This section contains information about how parents can be involved in supporting learning at home as part of a home – school partnership.

You can also find out more about the ethos of the school, what our values are and our aspirations for our pupils including how we celebrate pupil success, and links we have with partner organisations and the wider local, national and international community.

Lastly, it includes information on our Parent Teacher Association/Parent Association and Parent Council, how to contact them and how parents can get involved in the life and work of the school.

Section Three – School Curriculum

This section describes how the curriculum is planned and delivered in the school including the range of subjects and subject areas your child will be learning. It also includes information on how pupils develop skills for learning, life and work, including literacy, numeracy and health and wellbeing in and out of the classroom.

As well as giving you information about the statutory curriculum requirements we have included details on sports and outdoor activities available to pupils and the range of facilities available within the school.

Details of how parents will be informed about sensitive aspects of learning e.g. relationships, sexual health, parenthood and drugs awareness are included as well as information about religious instruction and observance and arrangements for parents who wish to exercise their right to withdraw their child.

This handbook also tells you how we will report on your child's progress and what written reports may be sent out to parents.

Section Four – Support for Pupils

This section gives information about how pupils' additional support needs will be identified and addressed and the types of specialist services provided within our school. This handbook also explains who to contact for more information if you think your child has additional support needs.

This section also gives information about transition – from primary school to secondary school – what the arrangements are and contact details of the catchment high school to which our pupils normally transfer. There are also details about making a placing request to another school.

Section Five – School Improvement

The section gives you an overview of the main achievements of the school within the last 12 months and performance information relating to literacy, numeracy and health and wellbeing.

Whilst Falkirk Council is happy to provide this information we do have some reservations that the publication of raw statistics, without any kind of informed qualification, can be misleading to the reader. In particular, they should not be construed as offering an indication of the quality of education provided in any of our schools.

We have also shown where you can get further information about our plans for the next three years to improve our performance and how the school will involve parents in that improvement.

I hope you find all of the above information helpful and self-explanatory. If you have any queries about any of the information contained in this handbook, or indeed about any aspect of our school, please do not hesitate to contact me.

Mrs Marianne Savage
Headteacher
St. Bernadette's RC Primary School

Section One – Practical Information about the School

Contact Details

Name of Headteacher: Mrs Marianne Savage

Name of School: St. Bernadette's RC Primary School

Address: Edward Avenue, Stenhousemuir, Falkirk, FK5 4XR

Telephone Number: 01324 503400

Website: <http://stbernadettes.edusite.co.uk/>

E-mail Address: stbernadettesprimaryschool@education.falkirk.sch.uk

About the school

Stages of Education provided for:

- Nursery, from age 3
- Primary 1 to 7

Present Roll:

- 40 nursery children
- 175 school pupils

Denominational Status of the School: Roman Catholic

Gaelic Medium Education?: No

Single sex school?: No

Organisation of the School Day

Nursery

- Start time: 9.00am
- Lunch time: 12.00pm
- Finish time: 3.00pm

Primary 1 – Primary 7

Primary 1 pupils attend school on a full-time basis after the first week.

- Start Time: 9.00am
- Morning Break: 10.30am – 10.45am
- Lunch Time: 12.15pm – 1.00pm
- Finish Time: 3.00pm

Visiting Specialists

This session we have the following visiting specialist teachers:

- Music (Monday)
- PE (Wednesday and Thursday)

FALKIRK COUNCIL: EDUCATION SERVICES

Agreed Term Dates for Session 2027-2028

The agreed School Term and Holiday Dates for school year 2027-2028 can be found here: [School terms and holidays - Falkirk Council](#)

School Holiday Support Payments

Information about School Holiday Support Payments can be found here: [Benefits and support: Free School Meals: School Holiday Support Payments - Falkirk Council](#)

Registration & Enrolment

Information relating to registration and enrolment in Falkirk's educational establishments can be accessed here: [Schools: School places and admissions - Falkirk Council](#)

Attendance and Absence

It is the responsibility of parents of a child of school age to make sure that their child is educated. Most do this by sending their child to school regularly. Attendance is recorded twice a day, morning and afternoon in primary and special schools and period by period in secondary schools.

Absence from school is recorded as 'authorised' i.e. it has been approved by the education authority, or as 'unauthorised' i.e. the absence remaining unexplained by the parent.

Please let the school know by letter, email to the school's generic address, phone or recording on parentsportal, if your child is likely to be absent. If there is no explanation from a child's parents / carers, the absence will be regarded as unauthorised.

Please make every effort to avoid family holidays during term time as this disrupts your child's education and reduces learning time. In certain extreme situations, the head teacher can approve absence from school for a family holiday for example, in traumatic domestic circumstances where the holiday would improve the cohesion and wellbeing of the family. Please discuss your plans with the head teacher before the holiday. If the head teacher does not give permission before the holiday, it will be recorded as unauthorised absence. The head teacher may also exercise discretion when a parent can prove that work commitments make a family holiday impossible during school holiday times. Normally, your employer will need to provide evidence of your work commitments. Absence approved by the head teacher on this basis is regarded as authorised absence.

Parents from minority ethnic and/or religious communities may request that their children be permitted to be absent from school to celebrate recognised religious and/or cultural events. Absence approved by the head teacher on this basis is regarded as authorised absence. Extended leave can also be granted on request for families returning to their country of origin for cultural or care reasons.

A supportive approach is taken to unexplained absence. However the education authority has legal powers to write to, interview or prosecute parents, or refer pupils to the Reporter to the Children's Panel.

<u>Percentage</u>	<u>Number of School Days Annually</u>	<u>Number of days missed</u>
100%	190	0
95%	180.5	10 days (2 weeks)
90%	171 days	19 days (3 weeks, 4 days)
85%	161 days	28 days (5 weeks, 3 days)

Free School Meals and Clothing Grants

Information on Free School Meals & School Clothing Grant and how to apply can be found here: [Benefits and support: Free School Meals and School Clothing Grants - Falkirk Council](#)

Other Support

There are other sources of support which may be available to families, depending on your circumstances.

- [Best Start Grant: Pregnancy and Baby Payment](#) – Payments for parents of new-borns, or those currently expecting.
- [Best Start Foods](#) – Payments for parents of children up to 3 years old.
- [Best Start Grant: Early Learning Payment](#) – Payment for parents with children aged between 2 and 3 and half years old.
- [Best Start Grant: School Age Payment](#) – Payment for parents of children starting Primary School.
- [Education Maintenance Allowance \(EMA\) - Falkirk Council](#) - Financial support for 16 -19 year olds continuing at high school.
- [Young Scot](#) – The Young Scot National Entitlement Card is available free of charge to everyone aged 11-25 living in Scotland. It can be used to receive discounts, for rewards, and also as proof of age.
- [Young Persons' Free Bus Travel Scheme](#) - Young people aged between 5 and 21 years old are eligible for free bus travel from 31 January 2022.
- [Help with Welfare Benefits](#) – Find out if you are claiming all of the support you are entitled to and speak to an adviser for further advice.
- [Other support for families](#) - Any family facing financial insecurity can also contact our Support for people team for assistance or sign posting to other support. The team can be contacted on 0808 100 3161.

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School Meals

Information relating to school meals in Falkirk's educational establishments can be accessed here: [Schools: School meals - Falkirk Council](#)

Medically Prescribed Diets

Specific information on Medically Prescribed Diets can be accessed here: [Schools: School meals - Medically prescribed diets - Falkirk Council](#)

School Clothing Grant

Falkirk Council can also provide assistance with the cost of school clothing and footwear.

Clothing grants are available for children who live in the Falkirk Council area and who are in compulsory education at any of our [primary](#), [special](#) or [secondary](#) schools. Pupils attending some special schools outside the area may also be eligible for this grant.

School clothing grants are not available to children attending [nursery schools](#), nursery classes or other pre-5 centres.

The School Clothing Grant is means tested. To be eligible, parents or guardians must meet one of the following criteria:

- In receipt of Income Support, or
- In receipt of Income-based Job Seekers Allowance, or
- In receipt of Income-related Employment and Support Allowance, or
- In receipt of Child Tax Credit only with a gross annual income below £16,105, or
- In receipt of Child Tax Credit and Working Tax Credit with a gross annual income below £16,105

Payments are paid directly into the parent or guardian's bank account.

Mobile devices

Parents provide their children with mobile devices for a variety of reasons, including supporting learning and for personal safety. It is the right of parents to allow their child to have a personal mobile device in school. However, if devices are brought to school there must be a clear understanding that the individual pupil is responsible for the care and usage of their device(s).

Education establishments develop their own mobile device policies in consultation with pupils, parents and staff. For more information on this topic, please contact your child's school.

In St. Bernadette's we ask all pupils who bring a mobile phone to school to switch it off as soon as they are within the school playground. All mobile phones and watches which also act as mobile devices, must be given to the class teacher on arrival in class. This will be kept safe during the day and returned to pupils at 3pm. No mobile device is permitted to be used during the school day.

ICT Acceptable Use Policy

Falkirk Council Education Services recognises that access to Information and Communications Technology (ICT) equipment and services helps young people to learn and develop skills that will prepare them for work, life and citizenship in the 21st Century.

To support this, we provide resources for pupils and staff to use. The Education Services ICT Acceptable Use Policy (AUP) outlines the guidelines and behaviours that pupils are expected to follow when using school equipment or when using personally-owned mobile devices in Falkirk Council establishments. The purpose of this is to protect young people online and to protect the Council's network and equipment. The ICT Acceptable Use Policy (AUP) will be issued by the school for both parent(s) and pupil(s) to sign.

Parents Meetings

All of our schools offer opportunities for parents to discuss their child's progress with teachers through arranged meetings. Arrangements vary from school to school but all parents will be advised of when these meetings will take place. In addition to these set dates, parents are able to contact the school at any time to ask for information or for a meeting. Please see section two of this handbook for more details on home / school partnership.

Equality

More information on Falkirk Council's Equality and Human Rights policies and the Public Sector Equality Duty is available here: [Equality and Human Rights - Falkirk Council](#)

English as an Additional Language

Information relating to support for pupils with English as an Additional Language can be accessed here: [Additional Support Needs: English as an additional language - Falkirk Council](#)

Complaints

Information on how to make a complaint can be found via the following links:

[Contact us: Complaints procedure - Falkirk Council](#)

[Schools: School complaints - Falkirk Council](#)

School Dress Code

Parents are asked to co-operate with the school in encouraging their child to follow the school's dress code.

All schools have a dress code, which includes the school's policy on uniform. The wearing of uniform is encouraged as it helps to:

- develop a school community spirit
- improves school security by making non-pupils more easily identifiable
- allows pupils to be easily identified when out of the school, e.g. on trips
- enhances the school's reputation within the community; and
- minimises rivalry and bullying amongst pupils that can arise from, for example, the wearing of designer clothing.

The school's dress code has been agreed in consultation with parents, pupils, staff and the Parent Council. This consultation has ensured that the dress code meets the needs of the school community, allows pupils to participate in all aspects of school life and is age appropriate.

St Bernadette's Nursery and School Uniforms

The uniform can be purchased from:

BE Schoolwear

Galaxy Sports, Little Kerse, Grange Road,

Falkirk FK2 0YB

Tel: 01361810304 or order on line at www.border-embroideries.co.uk

The school uniform is as follows:

- Tartan Kilt / Piniform (or)
- Black skirt / trousers
- White shirt with tartan tie (or)
- White or red polo shirt
- Black cardigan or jumper (with red stripe) or sweatshirt

There is also the option to purchase jackets and badges for blazers

The nursery uniform is as follows:

- Sweatshirt and t-shirt in the choice of jade or purple

The appropriate clothing and footwear for PE is a T-shirt, preferable plain white, shorts and gym shoes with non-marking soles. These are necessary for health and safety reasons and your co-operation is requested to ensure that pupils are equipped to participate in the PE lessons.

Please ensure that all items of clothing are clearly labelled, particularly ties, sweatshirts and PE equipment, which are often lost. A protective apron or an old shirt should be worn for art and craft activities. Please help the school and the education authority by making sure that pupils do not bring valuable or expensive items of clothing to school.

In certain circumstances, appropriate clothing will be necessary for school activities for safety reasons, e.g. in games areas, science laboratories and technical workshops; this extends to the wearing of suitable footwear and even, on occasion, to the length of pupils' hair and the wearing of jewellery and earrings.

Offensive clothing such as T-shirts or other items featuring inappropriate language or illustrations is not permitted. Football colours are also inappropriate as they can lead to incidents of rivalry.

If you have any queries regarding the school's dress code, please contact the Headteacher.

Before and After School Care

First 4 Kids offer:

- Before-school care on the premises from 8.00am
- After-School care is available from 3:00pm until 6pm.

They can be contacted directly on **01324 671344** for further information.

Travel to and from School

For information relating to Travel to and from School, please refer to our [Frequently Asked Questions](#)

Transport for Primary and Secondary School Children (Excluding Placing Requests)

Information relating to Primary and Secondary school transport can be accessed here: [School Transport](#)

Distance entitled children are:

- ✓ All children under 8 years of age who live one mile or over from their catchment school by the nearest available safe walking route*.
- ✓ All children 8 years of age or over who live two miles or over from their catchment school by the nearest available safe walking route*.

*Note – a “safe walking route” assumes that the pupil is accompanied by a responsible adult.

Concessions, details of times of operation, criteria and application forms are available from the Transport Planning Unit within Falkirk Council. Tel: 01324 504724 / 504966.

Pickup points

Where home to school transport is provided, some pupils will require to walk a reasonable distance from home to the transport pick-up point but this should not exceed the authority's agreed limit of 1 mile.

It is the parent's responsibility to make sure that their child arrives at the pickup point on time and behaves in a safe and acceptable manner while boarding, travelling in and leaving the vehicle. Children who misbehave can lose their right to home to school transport.

We currently have 1 bus which operates to and from St. Bernadette's Primary School.

School Transport Timetable

Service 601 Larbert – St. Bernadette's Primary School

Operated by Devon Coaches telephone 01259 211696

Foundry Loan (Station Hotel)	0830	St. Bernadette's PS	1505
The Inches (Burns Avenue)	0835	Antonshill New Carron Rd	1507
Muirhall Road	0840	Carronshore Webster Av	1510
Stenhousemuir (Main St)	0843	Carronshore Main Street	1511
Carron Dams	0845	Stenhousemuir (Main St)	1516
Carronshore Main Street	0848	Muirhall Road	1520
Carronshore Webster Ave	0849	The Inches (Burns Ave)	1515
Antonshill New Carron Rd	0853	Foundry Loan (Station Hotel)	1530
St. Bernadette's PS	0855		

General Supervision

Before school begins supervision is very limited, therefore pupils should not arrive at school until as near to the school start time as possible.

During intervals school helpers supervise the children. In addition the Headteacher and Janitor are on call to cope with any difficulties which may arise. There is always access to the building and the children are made aware of this. For further information on these arrangements, please contact the school

School security

Falkirk Council aims to ensure the safety and security of pupils and staff when attending or working in a school. We use a number of security measures including a visitors' book, badges and escorts, while visitors are within the school building. Anyone calling at a school for any reason, is required to report to the school office. The school staff then can make the necessary arrangements for the visit.

Wet Weather Arrangements

In wet weather pupils may be allowed into school during breaks and at lunchtime. However, as supervision during these periods is limited. It is especially important that school rules and expectations around behaviour are adhered to by all. Children having school lunches may remain in school during wet weather but, again, supervision is limited.

Parents Meetings

All of our schools offer opportunities for parents to discuss their child's progress with teachers through arranged meetings. Although arrangements vary from school to school, all parents will be advised of at least once per session when these meetings take place. Over and above these set meetings, parents are welcome to contact the

school at any time to ask for information or for an interview. Please see section two of this handbook for more details on home / school partnership.

Communication with Home

From time to time you will receive important and routine communications from the school via variety of methods (email, group call, social media etc.). Parents are also encouraged to check their child's schoolbag for these communications. Enquiries of any kind should be addressed to the Head Teacher in the first instance.

Unexpected Closures

Schools and nurseries can occasionally be affected by bad weather or building maintenance. If a school or nursery is closed, we will keep in touch using text messaging, show that it is **affected** [here](#) and detailed information about the closure will be available on the school's page. In the event of an early school closure please ensure that your child knows where to go if you are not usually at home during the day. To help us keep you informed it is important that you make sure we have the most up to date emergency contact information for your family.

School Health Service

NHS Forth valley has a statutory obligation to provide health services for all school age children. The aim is to make sure that all children and young people, throughout their school years, are in the best possible health to benefit from their education

School Nursing Service

School Nurses are available 9am-5pm all year round, excluding Public Holidays. School Nurses are not based in schools and are part of an integrated community team working from local health centres/clinics. The School Nurse Team offer health screening, health assessments and health reviews.

A health review is offered to all children in primary 1. This involves a parent questionnaire and the opportunity of an appointment with the school nurse to discuss any parental concerns and a review of the child's growth.

The Falkirk School Nursing team comprises of

- School Nurses
- registered staff nurses
- Health care support staff

Children/young people, parents/carers can request a health appointment at any time by contacting the service on 01324 679129.

Referral to the School Nursing Service can be made by Education, Social Work, GP or other Health Care Professionals.

The **School Doctor** may also offer appointments to children with a significant medical or developmental condition which affects their education. School staff and parents can request a child be seen.

The Public Dental Service carries out dental inspections in Primary 1 and Primary 7 and can help access dental services for children not registered with a dentist.

Infectious diseases

Colds and tummy upsets are the most common infections affecting children at school. It is important to keep your child at home in the early stages of a cold or until at least 48 hours after an episode of diarrhoea/vomiting to prevent infecting others. For treatment of diseases such as chickenpox or mumps, please consult your GP practice or nurse.

Head Lice

Head lice are spread through head to head contact at home, whilst playing or in school. Regular wet combing of your child's hair using a special comb is the best way to catch this problem early. Specific treatment lotions are available as shampoos are not effective. Two applications should be administered seven days apart. If this is not followed, re-infection is likely.

Further advice is available from leaflets about head lice which are available in all schools and health centres

Clinics

Some children are asked to attend clinics (eye clinics, dentist, doctor etc) Please let the school know and arrange for your child to be collected if they must leave school to attend. No child will be allowed away from school without a responsible adult or unless written permission has been received from a parent or carer.

Immunisation

Primary Schools

Flu vaccines are given every year from Primary 1 onwards by an immunisation team visiting the school. Any child who misses a session can be vaccinated by their GP. Pupils with chronic illnesses such as asthma can visit their GP at any time to receive the vaccine.

Secondary Schools

Pupils are offered several vaccinations such as Meningitis ACWY, a catch-up for the MMR vaccine and a booster for diphtheria, polio and tetanus. From 2019 HPV vaccine will be offered to both boys and girls.

For more information: <https://www.nhsinform.scot/>

Medicines Administration

Administration of medicines prescribed by a doctor or dentist is at the discretion of the head teacher but most schools are happy to co-operate. Parents who wish school staff to give medicines should take the medication to school and fill in the appropriate form (MED1). It is also possible to complete another form (MED4) which allows pupils to carry and administer medication themselves, for example inhalers. Prescribed medication should be clearly marked with your child's name, date prescribed, how often it has to be taken and for how long.

Pharmacies

Community pharmacies are trained in providing advice on coughs and colds, high temperature, fever, nasal congestion, minor eye infections, constipation, stomach upsets, fungal infections such as athlete's foot, and skin problems such as impetigo. For more information: nhsforthvalley.com

Insurance Cover for School Children

Public Liability

Personal Injury

Falkirk Council has in place a Public Liability policy which operates in respect of claims for injury to any third party which includes a pupil whilst under the care of the Council or their employees. In order for liability to be accepted there is an onus to evidence the council was negligible in their acts and was responsible or partially responsible for the injury sustained

Pupil's Property

It is inevitable that during each session, pupil's property is lost, damaged or stolen from school. Parents are therefore discouraged from allowing their children to carry expensive items of personal belongings to the school and are reminded that a standard household policy can be extended to provide a degree of cover for personal items taken away from the home. Falkirk Council are not legally responsible for pupils property which is subsequently lost, damaged or stolen, unless specifically entrusted with a member of staff.

Any claim made for loss or damage to the property left in the care of the school or its employees will have to be submitted, in the first instance to Education Services. Following a thorough review of the claim, settlement will only be made if it can be shown that Falkirk Council are legally liable for the loss.

Travel and Personal Accident Cover – Educational Excursions

In order to provide necessary cover for educational excursions Falkirk Council has in place an insurance policy for travel and personal accident which specifically covers any pupil enrolled at a participating establishment. The policy provides compensation for each insured pupil should an incident occur, irrespective of legal liability. There are varying degrees of benefits within the policy, but the key compensation values are noted below.

1. Death £30,000
2. Permanent Total/Partial Disablement up to £30,000

The insurance policy provides accidental bodily injury cover whilst any insured person

is undertaking an organised trip (including exchange visits and work experience placement) as long as it is with the authorisation of the school or council and the activities involve a journey outside the premises of the school. The policy also extends to cover overseas travel cover.

Section Two – Parental Involvement in the School

Parents Welcome

All Falkirk Council schools welcome and encourage parental involvement and engagement. Research has shown that when parents are involved children do better in school.

Falkirk Council Education Services are in the process of reviewing our Parental Engagement Strategy in consultation with parents. This will be finalised ahead of the 2027-28 school year and will be uploaded here: [Schools: School policies - Falkirk Council](#)



Parentzone Scotland is a unique website for parents and carers in Scotland, from early years to beyond school. The website provides up-to-date information about learning in Scotland, and practical advice and ideas to support children's learning at home in literacy, numeracy, health and wellbeing and science.

Information is also available on Parentzone Scotland regarding additional support needs, how parents can get involved in their child's school and education. Furthermore, the website has details about schools including performance data for school leavers from S4-S6; and links to the national, and local authority and school level data on the achievement of Curriculum for Excellence levels.

Parentzone Scotland can be accessed at <https://education.gov.scot/parentzone>.

Parental Involvement

In St. Bernadette's we foster a positive home / school partnership. We encourage parents to become fully involved in their child(ren)'s education. We welcome parents into St. Bernadette's in a variety of ways:

- Parent consultations and open sessions
- School assemblies / Masses
- School events
- Parent workshops
- Community events
- Classroom visits / showcases
- Parent helpers
- Parent focus groups
- School website
- Use of e-mail,

- Letters, newsletters, phone calls, etc.

In St. Bernadette's Primary we aim to be an 'open' school, i.e. to have direct and easy access. We aim to be responsive to queries from parents within 24 hours.

All classes will have continuous engagement with home through:

- School website
- School Bluesky
- Email
- SeeSaw App

Parent Councils

Support for Parent Councils can be accessed here: [Schools: Parent Councils - Falkirk Council](#)

Parents are welcomed to be:

- involved with their child's education and learning;
- be active participants in the life of the school
- express their views on school education generally and work with the school.

All parents / carers are automatically members of the Parent Forum at this school. As a member of the Parent Forum all parents should –

- receive information about the school and its activities;
- hear about what partnership with parents means in our school;
- be invited to be involved in ways and times that suit you;
- identify issues you want the Parent Council to work on with the school;
- be asked your opinion by the Parent Council on issues relating to the school and the education it provides;
- work collaboratively with the school; and
- enjoy taking part in the life of the school in whatever way possible.

Parent Councils are the formal representative body for parents / carers with children attending school. Parent Councils are different in each school to enable them to meet the needs of parents / carers locally.

The Parent Forum decides how their representatives on the Parent Council are chosen and how the Parent Council operates. Parents / carers are encouraged to volunteer or put themselves forward to be chosen as representatives of the Parent Council if they wish.

The main aims of the Parent Council are:

- To support and work collaboratively with the school in its work with pupils
- To seek and represent the views of parents
- To promote contact between the school, parents, pupils, providers of nursery education and the community

- To report to the Parent Forum
- To be involved in the appointment of senior promoted staff in the school.
- To raise funds for the school for the benefit of pupils (in some schools the PTA/PA fulfils this role).
- To be included in School Improvement Planning

For more information on parental involvement and engagement or to find out about parents as partners in their children's learning, please contact the school or visit the Parentzone website at [Parentzone Scotland | Education Scotland](#)

St. Bernadette's Primary School Parent Council

We have a very strong Parent Council and fundraising group. They hold a variety of events such as:

- Family Race Nights
- BBQs
- Children's Discos

These events and more have raised a large amount of funds for the school. The Parent Council consulted with the children and agreed to provide play equipment for the playground.

Parent Council Chair: Mrs Rachel O'Reilly

Contact the Parent Council through the school website or email:
stbernadettesparentcouncil@gmail.com.

Pupil Council

There are many opportunities for pupil involvement and representation in St. Bernadette's Primary School.

All pupils work together to develop all aspects of school life. These developments include:

- Learning for Sustainability
- Links with school improvement plan
- Health and Wellbeing
- Enterprise

Pupils also represent St. Bernadette's Primary in the local community, including:

- sporting events
- educational visits
- outdoor education
- school community events

There are many school clubs which pupils can attend:

- Football
- Cross Country
- Basketball
- Lego
- Glee Choir

School Ethos

St Bernadette's RCPS Values, Vision and Aims

Values

You will go FAR with Faith, Aspiration and Respect



Vision

The community of St. Bernadette's Primary School will work together to create a safe, happy, connected learning environment built upon respect, positivity and creativity, with foundations rooted in the Catholic Faith.

Aims

We will deliver the aims and principles of Curriculum for Excellence by:

- Helping children to develop a passion for learning by encouraging curiosity and creativity
- Ensuring that the teaching and learning is active and excites, inspires and captures our children's imagination
- Ensuring staff and pupils think of themselves as life-long learners
- Working closely with parents, Church and the wider community to develop an establishment where everyone feels welcomed, valued and heard
- Foster an ethos of mutual respect and trust with high expectation of behaviour from all stakeholders
- Striving to continually raise levels of attainment whilst valuing and celebrating all achievement
- Allowing children to connect with nature, become more active, learn outdoors, develop social skills and have fun.
- Working with all stakeholders to ensure St Bernadette's is a unique learning community where children live, learn and grow.

In St. Bernadette's Primary we have high aspirations for all pupils and we celebrate achievement in many ways:

- class and individual star moments
- assemblies and awards
- school website
- school Bluesky

- newsletters
- local newspaper

St. Bernadette's Roman Catholic Primary is a faith School. We have regular visits from Father Ajeesh who is the parish priest at St. Bernadette's RC Church, Stenhousemuir. Father Ajeesh regularly celebrates Mass in the school where parents are invited to attend.

St Bernadette's is part of the St Mungo's cluster. Our cluster of schools aspire to develop as community of faith and learning, providing the highest quality of education, and offering formation through the promoting and living of Gospel values, through celebration and worship and through service to the common good. Our shared gospel values include:

- Love
- Peace
- Service
- Tolerance
- Faith
- Hope
- Compassion
- Forgiveness
- Gentleness
- Truth
- Justice

St. Bernadette's Primary bespoke values:

- Faith
- Aspiration
- Respect

At St. Bernadette's Primary we aim to ensure that all of our children become responsible citizens. We are building strong links with the local community through:

- listening and responding to their suggestions,
- Invitations to school events,
- Providing monthly coffee morning hosted by our Pope Francis Faith Award pupils
- Developing a strong partnership with local businesses who generously sponsor many of our events

Development of pupils' mental, social and emotional wellbeing

The school is committed to supporting the development of the whole child and as a result, wishes to encourage their holistic wellbeing.

Mental, social and emotional wellbeing is supported in the following ways;

- Creating a school ethos which, in every way possible, gives value to these aspects of development, especially by providing an environment which is both caring and challenging and which provides opportunities for exercising rights and responsibility.
- Ensuring that staff and adults in the school act as positive role models for pupils.
- Providing opportunities for members of the school community to come together reinforcing shared values.
- Providing rich opportunities across all areas of the curriculum to develop mental, social and emotional wellbeing.
- Taking every opportunity within the curriculum and across the wider work of the school to celebrate diversity and promote equality.

A range of new local services, digital support and self-help information for school-aged children are available here: [Falkirk Community Mental Health and Wellbeing \(glowscotland.org.uk\)](http://falkirkcommunitymentalhealthandwellbeing.org.uk)

Pupil Conduct

A genuine partnership between the school and family is necessary to ensure the best possible standards of pupil conduct are shared, understood and underpin every interaction between children/young people, parents/carers and school staff.

Pupils are expected to set themselves high standards in appearance and behaviour.

School rules are devised to encourage the maximum amount of self-discipline. The rules make clear what is expected of pupils, and how they are required to behave. The general aim is to produce an atmosphere of friendly co-operation, encouraging respect and consideration for other persons and for property. A behavioural agreement is included in the School Enrolment Form that parents complete when enrolling their child(ren).

Anti-bullying Policy 2027/28

Whilst many believe that children who display bullying behaviour should be punished, it is widely accepted that this type of response can at times be ineffective, and make the situation worse.

The adoption of restorative approaches is evidenced to be a more effective response than traditional methods. Pupils are given the opportunity to accept responsibility for their actions, recognise the harm done and are supported to find restorative responses to the harm they have caused.

There are times where sanctions are appropriate; exclusion is seen as a last resort and carried out when incidents fall within the legislative criteria.

Falkirk Council has a responsibility to provide an education for all pupils and to challenge and address bullying behaviour. Whilst appropriate action will be taken by the school, it is

also important that all parent/carers, work with the school to resolve any issues in the best interests of their child or young person.

Parents can access Falkirk Council's Anti-Bullying Policy, 'Promoting Positive Relationships in Falkirk's Educational Establishments; on the Council website: www.falkirk.gov.uk/services/schools-education/policies-strategies/anti-bullying-policy.aspx

Section Three – School Curriculum

Curriculum for Excellence

- **Learning to Achieve** - Our core educational policy.

This describes in detail how **Curriculum for Excellence** will be delivered in our educational establishments. We use **Learning to Achieve** along with the national guidance to monitor, develop and improve outcomes for children and young people.

- **Curriculum for Excellence** – Bringing **learning to life** and **life to learning**.

Curriculum for Excellence is the vehicle by which we deliver a Quality Education across the **4 Contexts of Learning**. It aims to **raise standards**, prepare our children for a future they do not yet know and equip them for jobs of tomorrow in a fast changing world.

Curriculum for Excellence balances the importance of **knowledge** and **skills**. Every child is entitled to a **broad** and **deep** general education, whatever their level and ability. It develops **skills** for learning, life and work, bringing real life into the classroom, making learning relevant and helping young people apply lessons to their life beyond the classroom. It links **knowledge** in one subject area to another helping make connections in their learning. It develops skills which can enable children to think for themselves, make sound judgements, challenge, enquire and find solutions.

- **Responsibility of all**

Every single teacher and practitioner will be responsible for the development of **literacy and numeracy and health & well-being** from Early Level through to Senior Phase.

Teachers and practitioners will share information to plan a child's learning journey from 3-18, helping their progression from nursery to primary, primary to secondary and beyond, ensuring each transition is smooth. They'll ensure children continue to work at a pace they can cope with and with challenge they can thrive on.

There is an entitlement to personal **support** to help young people fulfil their potential and make the most of their opportunities with **additional support** wherever that's needed. There is an emphasis by all staff on looking after our children's **health and well-being**; to ensure that the school is a place where children feel safe and secure.

GLOW, Scotland's unique, world leading, online network supports learners and teachers. Learners have **individual access** to GLOW through a username and password issued by school.

Developing the Young Workforce

Collaborative working between early years, primary and secondary alongside partnership working with local employers and businesses enhances your child's experiences from Early Years to their point of exit from school. Curriculum planning and structures in schools have continued to evolve progressively as new qualifications have been introduced. There is now a wide range of opportunities for young people to develop their

employability skills, gain experiences of the world of work and incorporate work-based learning elements together with employers to explore direct pathways into employment. Each Secondary school has a DYW School Coordinator, who are all committed to strengthening links with employers and to create a genuine partnership approach to employability opportunities for all learners.

For more information please see the following websites:

[DYW - Scotland - DYW Scotland - Home](#)

[Forth Valley - DYW - Scotland](#)

Curriculum for Excellence in St Bernadette's

In St. Bernadette's Primary pupils experience a wide and varied active and creative curriculum. Pupils develop skills for learning, life and work, including literacy, numeracy and health and wellbeing in and out of the classroom. The curriculum is planned across all Curriculum for Excellence levels. Pupils are consulted during the planning process to ensure the contexts for learning are relevant and engaging.

Curricular Areas

Literacy/Modern Languages

- Active Literacy, our spelling /phonics programme, is used across the stages from P1-P7
- Talk for Writing programme from P1-P7
- We use an interactive approach to the learning and teaching of reading called 'Bug Club'.

St Bernadette's children experience a progressive programme in French from nursery to P7. P5-7 have an additional language in Spanish.

Numeracy/Mathematics

We use an active approach to the teaching of mathematics and numeracy using many different resources including:

- Numicon
- White Rose Maths
- TJ Maths
- Sumdog

Sciences

We are developing an active, engaging programme of learning from nursery to P7. Pupils have the opportunity to cover key concepts and ideas from;

- Planet earth
- Forces, electricity and waves.
- Biological systems
- Materials

Social studies

Over the course of a school session, pupils will gain skills and knowledge from the following areas.

- People, past events and society.
- People, place and environment.
- People in society, economy and business

Technologies

ICT is taught as a succession of skills and is used across all curricular areas. The school has wireless access, iPads and laptop computers, Interactive Whiteboards, digital cameras etc. to support the teaching of ICT skills.

Religious and Moral Education

As a Catholic school we follow '**This Is Our Faith**', the new syllabus for Catholic religious education in Scotland. This ensures that young people can:

- develop their knowledge and understanding of Catholic faith
- nurture respect for other Christian traditions and world faiths
- experience opportunities for spiritual growth
- acquire the skills of reflection, discernment and moral decision-making
- commit to beliefs, values and actions in a positive response to God's invitation to faith.

Religious Education forms a daily part of every class and the school holds Assemblies and School / Class Masses on regular occasions throughout the school session.

There are many learning opportunities available for pupils both inside and outside the classroom and after school hours.

We regularly consult children to identify interests for any other clubs. All eight subject areas are carefully planned to ensure depth and progression throughout the school.

Throughout the year, pupils participate in many planned activities in a variety of locations. Pupils participate in many sporting events involving schools across the authority, for example, cross country and tennis. Educational visits are planned throughout the year to enrich pupil's learning experiences.

For more information about the Curriculum for Excellence please refer to:

<http://education.gov.scot>

www.skillsdevelopmentscotland.co.uk

We have revised **Learning to Achieve** – our flagship policy. **Learning to Achieve** describes in detail how Curriculum for Excellence will be delivered in our educational establishments. We will use **Learning to Achieve** to monitor, develop and improve outcomes for children and young people.

Play Pedagogy and Active Learning

Curriculum for Excellence promotes active learning, where learners engage their thinking through participation, exploration and purposeful activity.

In the early years, children will have a range of learning experiences that include planned and purposeful play and stimulating learning which engages and challenges children's thinking using real life and imaginary situations.

As children progress through school they continue to be involved in active learning experiences which give them ownership of their own learning, encourage co-operative working and utilise skills required for learning, life and work.

Facilities for Physical Education and Outdoor Activities

The gym hall has a variety of apparatus for physical education within the school. As part of the school's physical education programme, pupils may also use the facilities of the local sports complex, swimming pool or athletics stadium.

Planning Children's and Young People's Learning

Practitioners use a variety of approaches to ensure that pupils understand the purpose of their learning and are clear about how to be successful. A variety of planning approaches are used to ensure that experiences are progressive, skills – focused and meet pupils' learning needs. Often individualised targets help pupils to assess their own learning.

Learning at Home

The school's homework policy can be found here [www](#).

Schools should add specific arrangements about other home learning approaches which may be in place – particularly around digital learning

Practitioners provide home learning activities to support reinforcement of learning or to encourage pupils to apply learning in different ways, often in real life situations.

Parents are encouraged to get involved in home learning tasks. This helps parents keep up-to-date about learning in class and promote positive learning partnerships.

Sensitive Aspects of Learning

Parents will be informed about sensitive aspects of learning e.g. relationships, sexual health, parenthood, drugs awareness etc through letters, workshops and the school website. Any parent who wishes to discuss an area of learning further should contact the Headteacher.

Religious Instruction and Observance

Religious Instruction

Religious and moral education in non-denominational schools and religious education in Roman Catholic schools is a statutory core subject for all pupils attending primary and secondary education, including those in years S5 and S6, and it is their entitlement to have this taught in a meaningful and progressive way. - Scottish Government Learning Directorate Curriculum for Excellence - religious and moral education.

Schools have a statutory duty to provide Religious Instruction in the timetable. This aims to promote a knowledge of the Christian and other faiths and encourage children and young people to develop enquiring minds through investigating spiritual, moral and philosophical issues.

Religious Instruction may include visits to local places of worship, and/or visits from representatives of places of worship. This helps children and young people to develop knowledge and understanding of faiths, especially those with which they are less familiar.

Ultimately, pupils in the upper secondary school can gain a qualification through the study of Religious, Moral and Philosophical Studies at Higher and Advanced Higher Levels. These courses further develop young people's skills in logical thinking, methodical enquiry and ways of expressing ideas effectively.

Religious Observance/Time for Reflection

Religious Observance, which may take the form of a Time for Reflection, is held at least six times a year, in addition to traditional celebrations central to the life of the school community. Religious Observance will often (but not necessarily) take the form of an assembly.

Withdrawal from Religious Instruction and Religious Observance/Time for Reflection

Parents who wish to exercise their right to withdraw their child from religious observance are encouraged to discuss their intention with the Headteacher in the first instance to enable them to make a fully informed decision. Thereafter parents who wish to proceed to withdraw their child(ren) should notify the Headteacher in writing. This is so that alternative educational activities can be planned for their child(ren) during times of Religious Instruction and/or Observance.

Extra Curricular Activities

Every school is encouraged to offer as wide a range of sporting and cultural activities as possible. In this context, the Authority provides a degree of financial and administrative support for leagues, competitions, festivals and similar events but it is recognised that, again, the help of parents and the community is irreplaceable. Quite separately, the Council and other partner organisations also undertake to organise and administer certain events and many schools take part in these.

There is a range of extra curricular activities available for pupils during lunchtime and after school. Parents will be informed about these by the school. In addition to in-school

activities, classes also make regular educational visits and field studies. Wherever possible, these visits are linked to pupils' class work.

Where participation involves children travelling or staying late after school, written permission for children taking part is required from parents

Facilities for Physical Education and Outdoor Activities

The gym hall has a variety of apparatus for physical education within the school. As part of the school's physical education programme, pupils may also use the facilities of the local sports complex, swimming pool or athletics stadium.

Active Schools

The goal of Active Schools is to provide more high quality opportunities to participate in sport within schools. We also aim to ensure that these opportunities are well connected to and supported by other local, regional and national partners.

We work with Physical Education (PE) professionals to ensure coordination between PE and school sports and also to encourage the development of more physically active children and young people.

While our focus is sport, our activities connect to the wider landscapes of play, dance, exercise and active living – we know that a joint effort is required to deliver the health and performance related fitness our children and young people deserve.

Within Falkirk Council we have an Active Schools Manager, nine Active Schools Coordinators (Primary) and nine Active Schools Coordinators (Secondary). The Coordinators work within their respective Primary and High Schools clusters to provide further opportunities for physical activity, sport and play. We also have a coordinator designated to disability sport.

[Falkirk Leisure & Culture Home Page](#)
[Active Schools Falkirk | Falkirk Council](#)

Assessment and Reporting

There are a variety of ways to assess progress and ensure that children and young people achieve their potential. Effective assessment practice within schools and establishments include:

- Learner involvement in setting personal targets and next steps
- On-going self-evaluation by learners, staff and school leaders
- Identification of strengths and next steps
- A range of approaches to assessment
- A variety of evidence gathered informally on a day-to-day basis or formally at certain points throughout the year (not exclusively - Teachers' professional judgement, Scottish National Standardised Assessments, National Qualifications)
- Moderation of standards using Education Scotland Experiences and Outcomes and Benchmarks

- Consideration of data analysis and performance information

Achievement of a Level & Scottish National Standardised Assessments (SNSA):
Learner's progress is defined within the following levels:

Level	Stage
Early	Pre-school and P1 however may be later for some
First	To the end of P4 however may be earlier or later for some
Second	To the end of P7 however may be earlier or later for some
Third & Fourth	S1 – S3 however this may be earlier for some
Senior Phase	S4-S6 and college or other means of study

Achievement of a level means that the learner has achieved a breadth of learning across the curriculum area and has met the appropriate benchmarks; that they have responded consistently well to the level of challenge in their learning and can apply what they have learned in new and unfamiliar situation.

From August 2017, National standardised assessments have been introduced to all schools across Scotland in aspects of reading, writing and numeracy, for all learners in P1, P4, P7 and S3.

These assessments sit alongside a wide range of other evidence including ongoing classroom assessment of all aspects of literacy and numeracy. They cannot be used alone to confirm judgements of achievement of a level.

- Within schools and establishments, finding out about your child's progress includes:
 - Attending parents' information evenings
 - Discussing progress with teacher staff and school leaders by appointment
 - Attend open evenings/afternoons including "meet the teacher" events
 - Reading learning logs or diaries (which usually invite parents/carers to comment)
 - Progress Reports (sent home to parents/carers including an invite to make comments)
 - Tracking and Monitoring Reports (regular attainment data provided to track progress)
 - Social media updates from staff and/or the school

Further information about what data is collected about your child is given in section 5 of this handbook.

In St. Bernadette's Primary pupils' progress in the curriculum is continuously assessed and achievements celebrated. Future learning is then identified and planned and delivered.

Reporting to Parents is a continuous process involving:

- Learner profiles
- Ongoing communication through SeeSaw App
- Meet the Teacher presentation in September
- Parent Consultations in November and April
- Open-event following child-led 'Wonder Week' learning
- Additional appointments when requested
- An end of year written report is provided in June

Parents are encouraged to contact the school at any time if they have any concerns about their child's learning.

Getting It Right For Every Child (GIRFEC)

Getting It Right for Every Child (GIRFEC) is Scotland's national approach to supporting children, young people and their families. For over 20 years, GIRFEC has helped shape how services work together to improve outcomes and ensure that children receive the right help, at the right time, from the right people.

At its heart, GIRFEC recognises that every child and young person should be safe, healthy, respected and supported to achieve their full potential. It places children, young people and families at the centre of decision-making and promotes a strengths-based approach that builds on what is working well in a child's life.

GIRFEC is underpinned by the **United Nations Convention on the Rights of the Child (UNCRC)**, which sets out the rights of every child. The incorporation of the UNCRC into Scots Law has strengthened the responsibility of public services to respect, protect and fulfil children's rights, ensuring that children and young people's views are listened to and taken seriously when decisions are made about them.

GIRFEC also supports the ambitions of **The Promise**, Scotland's commitment to ensuring that all children grow up loved, safe and respected, and that families receive help and support when they need it. The Promise encourages services to work alongside children and families in a way that is compassionate, relationship-based and focused on keeping families together wherever safe and possible.

Children, young people, parents, carers and professionals work together to identify strengths, understand needs and agree support. This collaborative approach helps ensure that support is coordinated, proportionate and focused on improving outcomes.

Wellbeing

A key part of GIRFEC is understanding and promoting wellbeing. The GIRFEC Wellbeing Indicators, often referred to as **SHANARRI**, help everyone involved in a child's life to have a shared understanding of what children need to thrive.

Children and young people should be:

- **Safe**
- **Healthy**
- **Achieving**
- **Nurtured**
- **Active**
- **Respected**
- **Responsible**
- **Included**

These indicators provide a common language for children, young people, families and professionals when discussing wellbeing and identifying strengths or areas where additional support may be needed.

Supporting Young Carers

We recognise the important contribution made by young carers and young adult carers who provide support to family members affected by illness, disability, mental health difficulties or substance use.

Falkirk schools have Young Carers Champions who help identify and support young carers, promote awareness and understanding, and ensure that young carers can access appropriate support within school and through partner organisations. Young carers play a valuable role within their families and communities, and we are committed to helping them achieve positive outcomes in education, health and wellbeing.

Working Together

Through GIRFEC, UNCRC, The Promise and our commitment to relationship-based practice, we aim to work in partnership with children, young people and families to ensure every child in Falkirk feels heard, valued, respected and supported to thrive. For more information, please visit the Falkirk Council GIRFEC practitioner pages and webpage

<https://blogs.glowscotland.org.uk/glowblogs/fvpp/girfec-in-falkirk-info/>

<https://www.falkirk.gov.uk/girfec/girfec-in-falkirk>

Section Four – Support for Pupils

Additional Support Needs

Children, young people and families work in partnership with education staff, other agencies and relevant professionals to ensure educational provision is planned to meet identified needs, within the resources available. This may include collaboration with Social Work Services, the Educational Psychology Service and the National Health Service.

Support for Pupils:

- the education setting makes provision for pupils with additional support needs throughout their education (UNCRC Articles 23, 28 and 29):
- education staff plan and adapt learning, teaching and assessment to provide appropriate targets and objectives suited to each pupil's age, stage and needs
- schools have a Support for Learning Teacher or Pupil Support Teacher to co-ordinate and organise support for children and young people

Where further support may be required, the GIRFEC wellbeing indicators, alongside other assessment information, can help identify a child or young person's additional support needs. Those involved in developing a shared understanding of these needs are known as the Team Around the Child (TAC) (UNCRC Article 3).

Members of the TAC may vary depending on the child or young person's circumstances and may include:

- The child or young person (UNCRC Article 12)
- Parents or Carers
- Education Staff
- Educational Psychology Service
- Social Work
- Children's Rights Officer

The Team Around the Child will develop and review plans to meet identified needs. This work is co-ordinated by the Lead Professional, who helps ensure that agreed plans are implemented and that there is a clear overview of the child or young person's progress.

If you believe your child may have unrecognised additional support needs, your first point of contact should be your child's Key Worker in ELCC, class teacher in primary school, or their Pastoral Head in secondary school.

Disputes and Resolution (Additional Support Needs)

Schools and Early Learning and Childcare Centres (ELCCs) work to support and respond to the needs of children and young people. Good communication between home and education is important so that, if a concern arises, it can be identified and discussed as soon as possible.

In the first instance, the school or ELCC should be contacted directly. If the matter cannot be satisfactorily resolved, services from centrally based staff may be called upon: the Additional Support for Learning Adviser, the Educational Psychologist or the school's Link Quality Improvement Officer (QIO). Education Services also commission independent mediation through Children in Scotland. This is a free service to parents, carers, and young people. It offers an independent mediation service by fully trained, experienced mediators in neutral

venues and operates with a child- centred approach. Their services, called RESOLVE, may be arranged by the Additional Support for Learning Adviser, via the QIO (ASN).

Parents, carers and children or young people with additional support needs can also seek independent advice and support through:

- **Enquire** – the Scottish advice and information Service for additional support for learning managed by Children in Scotland: www.enquire.org.uk, info@enquire.org.uk 0345 123 2303
- **Resolve: ASL** - to contact the service, or to find out more: www.childreninscotland.org.uk, info@childreninscotland.org.uk Sandra Mitchell, Mediation Manager smitchell@childreninscotland.org.uk Children in Scotland, Thorn House, 5 Rose Street, Edinburgh EH2 2PR
- **Scottish Independent Advocacy Alliance** - www.siaa.org.uk, enquiry@siaa.org.uk 0131 510 9410
- **Let's Talk ASN Scotland** - is a Scottish Government funded service for the parents of children with additional support needs and run in partnership with Barnardo's. The service provides legal representation in appropriate education law cases to parents or pupils. It also provides advocacy support for families with a right of reference to the ASN Tribunal for Scotland., c/o Govan Law Centre, letstalkasn@edlaw-org.uk 0141 445 1955
- **Children and Young People's Commissioner Scotland** - www.cypcs.org.uk/about/

More detailed information about Falkirk Council's ASN service can be found here: [Falkirk Council Additional Support Needs | Supporting Children & Young People with Additional Support Needs Across Falkirk Council \(glowscotland.org.uk\)](http://Falkirk Council Additional Support Needs | Supporting Children & Young People with Additional Support Needs Across Falkirk Council (glowscotland.org.uk))

Support for Pupils

The school makes provision for pupils with additional support needs throughout their education (UNCRC Articles 23, 28 and 29):

- each teacher differentiates the Curriculum for Excellence within their class to provide educational targets and objectives suited to their age and stage of development
- the school has an experienced Support for Learning Teacher or Pupil Support Teacher to co-ordinate and organise support for children
- the school can utilise Support for Learning Assistant time for exceptional cases

For the children and young people who require further support, the GIRFEC wellbeing indicators, and other assessments, may be used to identify their additional support needs. Those involved in helping to complete a rounded picture of assessment are referred to as the Team Around the Child (TAC) (UNCRC Article 3). Members of the TAC may include the following. Depending on the circumstances, others may be involved:

- the child or young person (UNCRC Article 12)
- parents or carers
- others responsible for the care of the child or young person
- school staff
- social work
- Children's Rights Officer

- ASN Advisor

The Team will also draw up and review plans to meet the identified needs. Their activities are co-ordinated by the Lead Professional, who is responsible for ensuring plans are implemented and has an overall picture of the child or young person's progress.

If you believe your child may have unrecognised additional support needs, your first point of contact should be the child's class teacher (primary) or their Guidance teacher/Pastoral Head (secondary).

Disputes and Resolution (Additional Support Needs)

Schools and Early Learning Centres (ELC) do their best to support and respond to the needs of their children and young people. It is important for good communication between home and school so that should a problem arise, it can be identified and discussed as soon as possible.

In the first instance, the school or ELC should be contacted directly. If the matter cannot be satisfactorily resolved, services from centrally based staff may be called upon: the Additional Support for Learning Adviser, the Educational Psychologist or the school's attached Team Manager. Education Services also commission independent mediation through Children in Scotland. This is a free service to parents, carers, and young people. It offers an independent mediation service by fully trained, experienced mediators in neutral venues and operates with a child-centred approach. Their services, called Resolve, may be arranged by the Additional Support for Learning Adviser, or accessed directly by parents and carers.

Parents, carers and children or young people with additional support needs can also seek independent advice and support through:

- Enquire – the Scottish advice and information Service for additional support for learning managed by Children in Scotland: www.enquire.org.uk, info@enquire.org.uk 0345 123 2303
- Resolve: ASL - to contact the service, or to find out more: www.childreninscotland.org.uk, info@childreninscotland.org.uk Sandra Mitchell, Mediation Manager smitchell@childreninscotland.org.uk Children in Scotland, Thorn House, 5 Rose Street, Edinburgh EH2 2PR
- Scottish Independent Advocacy Alliance - www.siaa.org.uk, enquiry@siaa.org.uk 0131 510 9410
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Disputes and Resolution in Additional Support Needs

Schools and Early Learning Centres (ELC) do their best to support and respond to the needs of their children and young people. It is important for good communication between home and school so that should a problem arise, it can be identified and discussed as soon as possible.

In the first instance, the school or ELC should be contacted directly. If the matter cannot be satisfactorily resolved, services from centrally based staff may be called upon: the Additional Support for Learning Adviser, the Educational Psychologist or the school's attached Team Manager. Education Services also commission independent mediation through Children in Scotland. This is a free service to parents, carers, and young people. It offers an independent mediation service by fully trained, experienced mediators in neutral venues and operates with a child-centred approach. Their services, called Resolve, may be arranged by the Additional Support for Learning Adviser, or accessed directly by parents and carers.

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Educational Psychology Service

Information about our Educational Psychology Service can be accessed here: [Additional Support Needs: Educational Psychology - Falkirk Council](#)

EPS Prioritisation

The Educational Psychology Service does not operate a waiting list system. We aim to be responsive as a service and so we do this through a prioritisation system.

A. Respond to statutory requests within agreed timescales these are written request for an educational Psychology Assessment from the parent, child/young person or the local authority from the Additional Support Needs Team

OR

B. Prioritise with school manager/cluster approximately termly and prioritise as follows:

1. Critical incidents
2. Children at risk of education placement breakdown
3. Children where there is evidence that high levels of adaptation are required
4. Assessment in relation to significant Additional Support Needs or placement change
5. Exploratory Assessment to identify areas of concern

Pastoral Support

At St. Bernadette's Primary we support for pupils depending on their needs, for example, the Seasons for Growth programme is a six week programme to help children who have suffered a loss of any kind.

Transitions

At St. Bernadette's Primary we work closely with all local schools to ensure there is a smooth transition from nursery to primary 1 and from primary 7 to secondary education. The school ensures all staff work together to provide a smooth transition from one year to the next.

Nursery Class Provision

The school's nursery class provides places for children aged 3-5 years. Nursery class provision is non-denominational, which allows children of parents from all religions and beliefs to attend the nursery. Attendance at the nursery class does not however guarantee a place in the school.

Admission to Early Learning & Childcare (ELC) Establishments in Falkirk

ELC places are allocated according to the Early Learning and Childcare Admission Policy. A funded pre-school education place is available for every child aged 3 to 5 years who lives in Falkirk. A funded place can be provided in either a Falkirk Council ELC Centre, private nursery or childminder which is in partnership with Falkirk Council.

Children become eligible for pre-school education as follows:

- For children who reach 3 years of age between 1st March and 31st July the start date will be the beginning of the Autumn Term (August)
- For children reaching 3 years of age between 1st August and 29th February of the following year the start date will be a month after the child's 3rd birthday.

Parents can apply for a nursery place between 1st December to 28th February each year via the Council's website [Early learning and childcare: Funded early learning and childcare - Falkirk Council](#)

Please note you will need to create a MyFalkirk account before applying.

Transition from Nursery to Primary

Each establishment has a detailed approach to ensure a smooth transition for children to primary school. This involves nursery and primary staff working together to share information about children's progress and achievements which will inform future planning.

Primary School Admissions

Information relating to Primary School Admissions can be accessed here: [School places and admissions](#)

Primary to Secondary Transfer

Information relating to Primary to Secondary Transfer can be accessed here: [School places and admissions](#)

Pupils with Additional Support Needs

Secondary school Pastoral and Support for Learning teachers make visits to the Primary 7 class to get to know the children and their needs, including any Additional Support for Learning needs. Visits by Support for Learning staff sometimes take place as early as Primary 6 to help with additional arrangements for those children for whom the move to secondary school may present challenges.

Moving to the denominational secondary school

Information relating to moving to the denominational secondary school can be found in our Admissions Policy here: [School places and admissions](#)

Children who are baptised Catholic

With the exception of some pupils at St Patrick's PS, pupils who are in Primary 7 in denominational primary schools (Sacred Heart PS, St Andrew's PS, St Mary's PS, St Francis Xavier's PS and St Joseph's PS) move to St Mungo's HS.

Pupils in Primary 7 at St Patrick's PS attend St Modan's HS in Stirling.

Children who are non-Catholic

Parents of non-RC baptised pupils who were enrolled through a Placing Request at a denominational primary school must submit a further Placing Request if they wish them to transfer to St Mungo's High School. These pupils are, otherwise, automatically entitled to transfer to their catchment non-denomination secondary school.

Moving between denominational and non-denominational schools

Information relating to moving to the denominational secondary school can be found in our Admissions Policy here: [School places and admissions](#)

Mid Session Transfers

For information relating to Mid Session Transfers, please refer to our [Frequently Asked Questions](#).

Transport for Placing Requests

Information relating to Placing Requests can be accessed here: [Placing requests](#)

Catchment Secondary School

The catchment secondary schools for St. Bernadette's Primary is:

St. Mungo's High School,
Merchiston Avenue,
Falkirk Council FK2 7JT
tel: 01324 614614
www.stmungohighschool.co.uk

At St. Bernadette's Primary we work closely with St Mungo's Secondary school to ensure there is a comprehensive transition programme which will support pupils to make a smooth transition from Primary 7 to secondary education. We will support parents through this transition period, fully explain their role in the process.

There will be an enhanced transition programme to support pupils with additional needs to make successful transitions.

Placing Requests

Information relating to Placing Requests can be accessed here: [Placing requests](#)

Mid Session Transfers

You may make a Placing Request at any time during a school session. If your child is experiencing problems at school, you are advised to discuss the matter with the Head Teacher prior to making a Placing Request. Completing the Application Form does not guarantee a place for your child at your chosen school. Your Placing Request will only be granted if there are surplus places available at the school.

Transport for Placing Requests

If a Placing Request is successful, parents will be responsible for the safety and transportation costs of their child to and from their chosen school.

Section Five – School Improvement

Raising Attainment

Assessment is an integral part of the teaching process and your child will be continually assessed during their school career. This assessment can be both formal and informal and takes many forms; observation, tests, pupil/teacher dialogue, written or spoken tasks and teacher judgement. The result of the assessment process allows teachers to form next steps in your child's learning.

Monitoring performance and using the resulting information to secure improvement is an important part of the work of head teachers, school staff and officers within Education Services. Head Teachers regularly track pupils' progress at meetings with each teacher throughout the year to ensure that progress is maintained and to identify effective strategies to support progress when necessary.

Information about your child's progress will be shared between home and school throughout the session. This will include parents' nights and an annual report. The aim of the annual report is to provide details of your child's strengths, development needs and attainment within Curriculum for Excellence. Parents and children are welcome to comment on the annual report. Parents are welcome to contact their child's school at any time if they have any questions or concerns regarding their child's progress.

Standards and Quality Report

Every year each school publishes a Standards and Quality report which highlights the school's major achievements.

Standards and Quality Reports – Operational Guidance

Schools and centres must provide an annual Standards and Quality Report (SQR) as a record of the progress made with the annual improvement plan. This should highlight celebrate successes and identify next steps. Setting should consider the best approach to engaging all stakeholders in this process, including the use of interactive digital publications.

The SQR should be based on the results of on-going self-evaluation which is rigorous, effective and based on consideration of impact. It should give a clear indication of where the school is now in relation to its process of continuous improvement and any identified next steps.

It should also state clearly and briefly the progress towards the National Improvement Framework (NIF) priorities and drivers and Education Services NIF Improvement Plan priorities.

The National Improvement Framework's key priorities are:

- Placing the human rights and needs of every child and young person at the centre of education
- Improvement in children and young people's health and wellbeing
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in skills and sustained, positive school-leaver destinations for all young people
- Improvement in achievement, particularly in literacy and numeracy.

The drivers of improvement identified in the NIF are:

- School and ELC leadership
- Teacher and practitioner professionalism
- Parent/carer engagement and family learning
- Curriculum and assessment
- School and ELC improvement
- Performance information

School Improvement Plan

Details of the School Improvement Plan can be found on the school website <http://stbernadettes.edusite.co.uk/>

Transferring Educational Data About Pupils

The Scottish Government and its partners collect and use information about pupils in schools (e.g. the number and characteristics of pupils, their attendance, absence and exclusions, their attainment and their destination when leaving school) to help to improve education across Scotland. Information on how this data is used and what the Scottish Government and its partners do to protect the information supplied to them can be found via the link below:

<https://www2.gov.scot/Topics/Statistics/ScotXed/PrivacyInformation>

For more information on why we transfer educational data to the Scottish Government and third parties, please see the Primary page on the Falkirk Council website : www.falkirk.gov.uk/privacy

Concerns

If you have any concerns about the ScotXed data collections you can email the Head of Schools Analysis at ScotXed@gov.scot or write to Education Analytical Services, Area 2D, Victoria Quay, Leith, EH6 6QQ.

Websites

You may find the following websites useful.

- <http://education.gov.scot/parentzone> - parents can find out about everything from school term dates to exam results. This site also offers information for pre-5 and post school. It also lists relevant publications for parents and provides hyper-links to other useful organisations.
- <https://education.gov.scot/education-scotland/inspection-reports/> - parents can access school and local authority inspection reports and find out more about the work of Education Scotland.
- www.falkirk.gov.uk - contains information for parents and information on Falkirk schools.
- <http://www.childline.org.uk/Explore/Bullying/Pages/Bullyinginfo.aspx> - contains information for parents and children on varying forms of bullying and provides help for parents and children who are affected by bullying.
- <http://www.respectme.org.uk/> - Scotland's anti-bullying service. Contains information for parents and children on varying forms of bullying and provides help for parents and children who are affected by bullying
- <http://www.ltscotland.org.uk/> - provides information and advice for parents as well as support and resources for education in Scotland
- <http://www.equalityhumanrights.com/> - contains information for everyone on equality laws within the government and local authorities.

Glossary

ASL – Additional Support for Learning

ASN – Additional Support Needs

CFE - Curriculum for Excellence

CLD – Community Learning and Development

DHT - Depute Headteacher

EMA – Education Maintenance Allowance

ESMT- Education Services Management Team

FFB - For Falkirk's Bairns - Integrated Children's Service Plan

FOI – Freedom of Information

FVNHS - Forth Valley National Health Service

GIRFEC – Getting it Right for Every Child

Glow - Scottish Schools National Intranet (Glow doesn't stand for anything)

HT - Headteacher

LIPs - Local Improvement Priorities

LTA - Learning to Achieve

MFiF - My Future's in Falkirk

NPFS - National Parent Forum of Scotland

PC - Parent Council

PLPs - Personal Learning Plans (personal learning planning)

PT - Principal Teacher

PTA/PA - Parent/Teacher Association/Parents Association

SEEMiS - Management Information Systems (SEEMiS is the pupil database)

SIP - School Improvement Plan

SPTC - Scottish Parent Teacher Council

SQA – Scottish Qualifications Authority